

M.S.N. AND POST MASTER'S CERTIFICATES / NURSE PRACTITIONER  
AND HEALTHCARE SYSTEMS

# Fairfield University

GRADUATE PROGRAMS  
*School of Nursing*

2002-2003

## Applications and Information

For applications and additional information, please write or call:

### School of Nursing

Fairfield University  
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Fairfield, CT 06824-5195  
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The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

**STUDENTS WITH DISABILITIES** — It is Fairfield University's policy that no qualified disabled student shall, on the basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activities, or services. The University provides support services and arranges reasonable accommodations for disabled students. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and student support services. The University may require documentation of learning disability.

Fairfield University complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting Fairfield's Security Department at (203) 254-4090, or by stopping at the office in Loyola Hall, Room 2. The office is open 24 hours a day, 365 days a year.

The Title II Higher Education Reauthorization Act Report is available online at [www.fairfield.edu/academic/gradedu/acadinfo.htm](http://www.fairfield.edu/academic/gradedu/acadinfo.htm)

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# SCHOOL OF NURSING

## GRADUATE PROGRAM

Master of Science and  
Post-Master's Certificate Program Options

### Practitioner:

Adult Nurse Practice  
Family Nurse Practice  
Psychiatric Nurse Practice

### Healthcare Systems:

Healthcare Law  
Healthcare Management

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2002-2003



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## Message from the Dean

The field of nursing has changed immeasurably since Florence Nightingale's leadership turned caring for the wounded and sick into a profession. Likewise, the education of nurses has changed dramatically. Students are entering Fairfield University's School of Nursing at a point in time when we are focusing on preparing students for a rapidly changing world of health care. Our goal is to establish a caring, diverse academic learning environment that provides one of the world's highest standards of nursing education.

The Fairfield University School of Nursing curriculum prepares future nurses at the baccalaureate and master's levels in an exciting environment that not only includes classroom and clinical laboratory learning experiences on campus, but also opportunities to care for patients at numerous clinical sites. These sites are located in hospitals, nursing homes, clinics, and community agencies. Additionally, students are prepared for leadership roles in all health care settings.

Other aspects of the learning that take place in the School of Nursing include the close relationships to clinical agencies that offer students individualized practicum experiences, as well as opportunities to interact with national nursing leaders who are present in the School at key points in time, adding to the value of a nursing education.

The achievements of the School of Nursing at Fairfield are best represented by the fact that students have the opportunity to be part of the Mu Chi Chapter of Sigma Theta Tau International, the honor society for nursing. Increasingly, students continue their education at the doctoral level.

The faculty believes that the School of Nursing offers a tremendous opportunity for undergraduate and graduate nursing education in a unique academic and professional environment. We invite you to study nursing with us at Fairfield.



A handwritten signature in dark ink, reading "Jeanne M. Novotny". The signature is fluid and cursive, with the first name "Jeanne" being the most prominent.

Jeanne M. Novotny, Ph.D., R.N.  
Dean, School of Nursing



# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to image, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.



Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.



## The School of Nursing Philosophy

The Philosophy of the School of Nursing flows from the mission statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. This statement addresses basic tenets held by the faculty for baccalaureate and graduate nursing education. Concepts central to individuals, health, nursing, education, and practice are defined and placed in the context of rapid technological and demographic change which interacts with a health care system that is moving from hospital to community settings.

The faculty believes that individuals are biological, psychological, social, and spiritual beings who are unique members of families and of a larger social system. The interaction and communication of individuals within these systems impact upon health, harmony, and well-being. Individuals are capable of autonomy in self-care and respond to changes through a process unique to that person. Nurses are uniquely able to promote this autonomy and self care. Situational and developmental change represents transitional points in the life cycle which may result in disharmony and/or an opportunity for growth that impacts health and well-being.

The School of Nursing acknowledges that health and social issues are interactive; a strong liberal arts core curriculum must provide students with the theoretical background needed to address that association. Soci-

etal values, structure, and beliefs influence the health and well-being of the nation. A safe environment and universal access to quality health care is the right of all people. Professional nursing organizations exert a social and political force by actively seeking justice and quality health care.

Health is a dynamic state of physical, mental, and emotional harmony which permits the individual to affirm and pursue one's own life goals. Alterations from health are a trajectory from wellness to illness with many variables affecting the quality of life along that continuum. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. When recovery from illness is not possible, death is viewed as the final state of life and an opportunity for further growth while compassionate support is provided.

The faculty of the School of Nursing believes that nursing educators have the responsibility to promote caring for one another in a manner which permits intellectual, emotional, and spiritual growth. Within this context, faculty strive to facilitate students' development in an environment conducive to critical thinking and ethical decision making. Technological expertise is a prerequisite for the delivery of safe, quality health care. An atmosphere conducive to academic excellence is best facilitated in a climate of mentorship, mutuality, and support. Teaching strategies encourage autonomy, active involvement, leadership, problem solving, reflection, self-awareness, and advocacy, which are all central to professional nursing.

Students are viewed as holistic individuals with multifaceted roles, of which one is learner. As independent adults, students are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with a sequence of planned educational experiences, faculty offer students support, guidance, and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified entry-level practitioners, at the baccalaureate or master's levels, who integrate theory and research into practice and use a critical approach to problem solving.

A diversity of educational programs enriches the School of Nursing as well as the University. A variety of undergraduate programs reflect the faculty's view that there are multiple routes to professional nursing practice. In addition, in order to prepare nurses for advanced nursing practice, master's degree programs are offered.

The baccalaureate program prepares students for professional nursing, and has as its focus the promotion of health and the diagnosis and treatment of responses to actual and potential health problems in an interpersonal context. The nursing process provides a vehicle to address the health care needs of clients.



The faculty believes that professional nurses incorporate caring and holism to help clients attain a higher degree of harmony between the mind, body, and spirit which facilitates self healing. Nursing fosters caring and nurturing, with responsibility for one another being a central tenet. Nursing research is an integral part of the development and testing of theoretical concepts as they are applied and refined in practice.

The graduate program provides professional nurses with the opportunity for advanced study, beyond the baccalaureate degree, of research, theory, and clinical intervention, which form the basis of specialty nursing practice. The focus of study builds on professional nursing practice and the study of the health-illness continuum as it relates to health policy, patterns of health care delivery, and allocation of health care resources. Students and faculty collaborate in the development of innovative solutions to health care problems in order to serve as client advocates who influence decision making and bring about change through leadership that improves the health and quality of life for all members of society. Thus, graduate education fosters self-esteem, creative and critical thought, independence, accountability, enhancement of problem-solving skills, and refined clinical judgment.

Because society is rich with diverse religious, ethnic, and cultural groups, professional nurses must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences. These beliefs are consistent with the value-oriented curriculum of Fairfield University which encourages a commitment to social responsibility, justice, and truth. The School of Nursing brings these ideals to fruition through the education of students in professional nursing practice.



## Organizing Framework

The organizing framework for the Fairfield University undergraduate and graduate programs in nursing defines and clarifies major concepts and subconcepts that flow from the University's mission statement and the School of Nursing philosophy. Those major organizing concepts are Ethics and Social Responsibility, Holism, Nursing Practice, and Professionalism.

### Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and fostered in students as they progress through both the undergraduate and graduate curricula.

Nurses have a moral and ethical obligation to provide optimum health care to all members of society regardless of culture, race, gender, socioeconomic status, religion, or age. Nurses advocate within health care and political contexts. Vulnerable populations have the right to health care, and all individuals should be respected for their diversity and individuality.

Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent care delivery. Students confront their own values and develop an understanding and acceptance of self and others. The study of ethics assists students in addressing ethical dilemmas and resolving value conflicts.

### Holism

Human beings are unique individuals who grow in complexity throughout life ... physically, mentally, emotionally, socially, and spiritually. The interaction among human beings and between people and the many environments and cultures in which they live is considered in planning and providing care.

The physical environment includes climate, geography, air and water quality, and food purity, as they affect health and well being. The social environment, defined by roles, relationships and a network of care, influences health and provides support. The cultural environment, which includes family norms, religious beliefs, health beliefs, health practices, and the development of values and mores, influences definitions of health and illness and determines the manner in which health problems are managed. These environments and their interactions with human beings are integral to a holistic perspective.

## Nursing Practice

Nurses work with individuals, families, groups, communities, and the larger society in providing care. As students engage in clinical practice, they consider the complex interactions among individuals, families, and communities, and analyze how those interactions influence health.

Nursing practice integrates scientific problems solving with holistic caring. It is done most often through the nursing process, which requires independent decision making and critical thinking.

Based on research and theoretical knowledge, the nursing process is used as a problem-solving approach to analyzing information and prioritizing patient care needs. Integral to this are patient care management of both individuals and groups, and delegation skills.

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally-competent care that promotes, maintains, or restores health. Health promotion, health maintenance, and health restoration are concepts that are integral to both the undergraduate and graduate curricula. Health is examined from a wellness-illness perspective. The role of the nurse is conceptualized as helping clients across the life span maximize their optimum potential.

Health promotion consists of those nursing activities that foster growth, development, and healthy lifestyles; it includes disease prevention and health education strategies that respect the client's health beliefs and practices and are based on a broad theoretical foundation. Health maintenance activities provide the means for the early detection of dysfunction and the management of acute and chronic illness. Health restoration interventions focus on helping clients cope with and adapt to dysfunction, disability, or limitations.

## Professionalism

Professional socialization is the process by which behaviors and characteristics of the nursing profession are internalized. Characteristics of professional nursing practice include critical thinking, decision making and accountability. Behaviors integral to professional nursing's role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession.

As professionals, nurses function as integral members of multidisciplinary teams, engage in interdependent roles, and collaborate with other health care providers, clients, and family members. Collaborative nursing practice requires that nurses be confident in their clinical competence and assume responsibility for decision making. An expertise in therapeutic communication and assertiveness is critical.

As students progress through the program, they internalize additional elements of the concept of professionalism, such as political awareness (and how such issues affect nursing practice and patient care) and health policy awareness. Students facilitate collaborative processes, make referrals to other health care providers, teach others, confer with the individuals and groups being served, and strategize to shape health policy at various levels. The purpose of this collaborative, interdisciplinary activity is to improve care through education, consultation and management.

Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health.

Undergraduate students are introduced to the research process, develop the skills of critiquing published research, explore the interrelation among research, theory and practice, and use research as a basis for their practice. Graduate students engage in an in-depth analysis of the state of nursing science, perform concept analyses, and conduct a research project. They are expected to contribute to the validation of nursing theories, develop therapeutic interventions with measurable outcomes, integrate research activities into their practice, and contribute to the development of nursing's body of knowledge.

Leadership skills are essential to shape the future of health care, and management skills are needed to facilitate the processes of creating that future. The development of leadership skills is required to help others attain goals and possibilities and to facilitate and effect change. The development of leaders in nursing is fostered throughout the curriculum. Participation in professional organizations and groups, role modeling, client advocacy, political activism, and fostering a learning environment by mentoring and precepting others is expected.



## Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The programs in the School of Nursing are accredited by the National League for Nursing Accrediting Commission and approved by the Connecticut State Board of Examiners for Nursing. The master's program is also approved by the State of Connecticut Department of Higher Education.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, New England Business and Economic Association, American Association of Colleges of Nursing, National League for Nursing, and the National Organization of Nurse Practitioner Faculties.



# School of Nursing

## Calendar 2002-2003

### Fall Semester 2002

August 26 .....	Registration with Advisors
	Orientation for new students
September 4 .....	Classes begin
September 13 .....	Multicultural Convocation
October 1 .....	Deadline for submission of summer practica applications
October 14 .....	Holiday, Columbus Day — No classes
October 18 .....	Deadline to file Application for Degree Cards for January 2003 graduation
	Deadline for make up of "Incompletes" from Summer '02 and Spring '02
November 11 .....	Advisement & pre-registration for Spring '03 with advisors
November 27-December 1 .....	Thanksgiving recess
December 19 .....	Last class day

### Spring Semester 2003

January 6 .....	Registration with advisors
	Orientation for new students
January 13 .....	Classes begin
January 20 .....	Martin Luther King, Jr. Day — University holiday
February 1 .....	Deadline for submission of fall practica applications
February 7 .....	Deadline to file Application for Degree Cards for May 2003 graduation
February 17 .....	Holiday, President's Day — No classes
February 26 .....	Deadline for make up of "Incompletes" for Fall 2002
March 10-14 .....	Spring Recess
April 14 .....	Advisement and pre-registration for summer and fall with advisors
April 18-20 .....	Easter Recess
May 1 .....	Deadline for Spring 2004 practica applications
May 5 .....	Last class day
May 18 .....	Commencement

### Summer Session 2003

Class schedule to be announced.

July 7 .....	Deadline to file Application for Degree Cards for August 2003 graduation
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# Admission, Expenses and Financial Aid

Individuals may apply to the Graduate Program to pursue a master's degree in nursing (MSN) or a Post-Master's Certificate. Applicants for a master's degree must hold a bachelor's degree. The School of Nursing admits registered nurses (RNs) with a baccalaureate degree, RNs with a non-nursing baccalaureate degree, and college graduates with no nursing education. Applicants who have a non-nursing bachelor's degree will be considered on an individual basis and may be required to complete selected undergraduate prerequisites in order to be eligible for admission to the MSN program. Applicants who are registered nurses must have a professional nursing license to practice in the State of Connecticut. Applicants for the Post-Master's Certificate must hold a master's degree in nursing from a school accredited by the National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE), and have earned a QPA of 3.0 or higher in that program.

## Application Procedure

Students seeking admission must complete the following procedure. Applications are reviewed by the Graduate Admission Committee.

1. Submit a completed application form.
2. Submit a non-refundable application fee of \$55.
3. Submit an admission essay.
4. Submit **official** transcripts from all universities/colleges attended.
5. Submit two letters of recommendation, one of which must be from a current supervisor or professor.
6. Submit official results of the Miller Analogies Test or Graduate Record Exam.
7. Submit a current license if a registered nurse.
8. Submit proof of immunization for measles and rubella in compliance with State of Connecticut regulations.
9. Graduate Entry into Nursing Practice candidates are required to interview with a member of the School of Nursing.

For an application and additional information, contact the School of Nursing Graduate Program at Fairfield University, 1073 North Benson Road, Fairfield, Connecticut, 06824-5195; telephone: (203) 254-4150; fax (203) 254-4126.

## Computer Literacy

Basic computer literacy is expected of graduate students in the School of Nursing (SON) because they will be using word processing, spreadsheets, presentation software, email, and internet-based research in their academic coursework. The Academic Computing Division of the University supports Microsoft products (Microsoft Word, Excel, Access, and PowerPoint) which are used throughout the curriculum.

Basic computer literacy is defined as the ability to use:

- Word processing software: Create, edit, save, print, send attachments, and manipulate document files.
- Presentation software: Design, show, and print a presentation using text and graphics.
- Email: Send, receive, and print electronic mail messages. Send, receive and open attachments.
- Internet Navigation: Investigate research topics using search engines.
- Spreadsheets: Organize data in a worksheet, create formulas, use functions, copy and paste formulas and functions, and format cells.

Having access to a computer system that meets these minimum requirements is essential for successful completion of the program. All students must have an Internet Service Provider (ISP) and a current email address.

The SON Learning Resource Center houses a computer lab with Internet connected computers. In addition, there are several other computer labs on campus. Labs are equipped with email and word processing, spreadsheet and presentation software. The University provides all students with an email address. Printers are available to students in the computer labs.

Computer literacy skills are not taught as part of the graduate curriculum. Students not proficient in their use should inform a faculty member, and resources will be suggested to help them obtain the requisite skills.

## Miller Analogies Test (MAT)

The Miller Analogies Test (MAT) is administered at various sites several times a year. The fee varies depending on the site. Call 1-800-622-3231 or visit the web site at [www.tpcweb.com/mat/](http://www.tpcweb.com/mat/) for information.

## Graduate Record Exam (GRE)

For information on the Graduate Record Exam (GRE), call 1-609-683-2002 (Princeton, NJ), or visit the web site at [www.gre.org/codelst.html](http://www.gre.org/codelst.html). This test is given only at designated sites and only on specified dates.

## Deadlines

Applications to the Graduate program must be on file by the following dates: April 1 for fall admission or November 1 for spring admission (part-time only).

## Special Student Status

Special Student status may be granted to individuals who (a) have not completed the admission process but wish to begin taking courses, or (b) are not seeking a degree or certification. Individuals wishing to enroll as Special Students must submit a written request to the Dean, specifying the semester for which this status is requested, verifying that they have an earned baccalaureate (or higher) degree, and noting their approximate undergraduate (and graduate, if applicable) GPA. A completed application form must accompany this letter of request.

Special Student status normally is granted for one semester only. Students seeking admission are expected to complete the application process by the end of this semester. Individuals enrolled as Special Students may not enroll in more than nine (9) credits, may not register on a full-time basis, and are not eligible for any tuition aid or financial support. Credits earned while a Special Student will be applied toward the MSN degree, provided the grade received in each course is a "B" or better.

## Non-Degree Students

Students who hold master's degrees and who are interested in taking courses for professional and/or personal continuing education may be admitted as Non-Degree students. Individuals wishing to enroll as Non-Degree Students must submit a written request to the Dean, specifying the semester for which this status is requested. A completed application form must accompany this letter of request. Courses taken under this status may not be considered toward fulfillment of degree requirements.

## International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and a course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A minimum TOEFL composite score of 550 is required for admission to the graduate program.

## Students with Disabilities

It is Fairfield University's policy that no qualified student with a disability shall, on a basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activity or service. The University provides support services and arranges reasonable accommodations for students with disabilities. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and Student Support Services. The University requires documentation of a learning disability.



## Expenses

### Tuition and Fees

The schedule of tuition and fees follows:

Application for matriculation (not refundable) .....	\$55
Registration per semester .....	\$25
Tuition per credit .....	\$390
Change of Course Fee .....	\$10
Transcript Fee .....	\$4
Commencement Fee (required of all degree recipients) .....	\$100
Certificate Processing Fee (Post-Master's students) .....	\$15
Lab Fee .....	\$45
Health Assessment Lab Fee (NS 504) to be determined and paid directly to agency .....	TBA
Materials Fee .....	\$15-50
Audit Fee (per 3-credit course) .....	\$585
Promissory Note Fee .....	\$25
Returned Check Fee .....	\$30

The Trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it necessary.

Full payment of tuition and fees or authorization for billing a company must accompany registration. Payments may be made in the form of cash (in-person only), check, money order, MasterCard, VISA or American Express. All checks are payable to Fairfield University.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the university have been met.

### **Deferred Payment**

During the fall and spring semesters, students deemed eligible may defer payment on their tuition as follows:

For students taking less than six credits — at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to the semester.

For students taking six credits or more — at the time of registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the note will prevent future deferred payments and affect future registrations.

### **Reimbursement by Employer**

Many agencies pay their employee's tuition. Students should check with their employers.

If they are eligible for reimbursement, students must submit, at in-person registration, a letter on company letterhead stating approval of the course registration and the terms of payment. The terms of this letter, upon approval of the Office of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration. Students will be required to sign a promissory note which requires a \$25 processing fee. The note states that an outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration by either a MasterCard, VISA or American Express credit card. If the company offers less than 100% reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

## **Refund of Tuition**

All requests for tuition refunds are handled through the Bursar's Office (fees are not refundable). The request must be made in writing, and all refunds will be made based on the date the notice is received or, if mailed, on the postmarked date, according to the schedule outlined below. Refunds of tuition charged on MasterCard, VISA or American Express must be applied as a credit to your charge card account.

	Amount Refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

**Refunds take 4-6 weeks to process.**

NOTE: If federal or state aid is utilized, the refund amount may be less than the above percentages.

## **Transcripts**

Graduate transcript requests should be made in writing to the Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the university seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.



## Financial Aid

### Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed unsubsidized.

When a loan is subsidized, the federal government pays the interest for the borrowers as long as they remain enrolled at least on a half-time basis, and for a six month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

#### *How to Apply*

Students must complete the Free Application for Federal Student Aid (FAFSA) form and submit it to the federal aid processing center. The Title IV Code for Fairfield University is 001385.

Students applying for financial aid at Fairfield University for the first time must request a Financial Aid Transcript from the financial aid offices at all colleges previously attended, regardless of whether aid was received while in attendance.

Students must obtain a Federal Stafford Loan application from the lender of their choice. Students who have borrowed previously should borrow from their prior lender. First-time borrowers may request an application from the Office of Financial Aid. The completed application must be returned to the Office of Financial Aid for processing.

Approved loans will be disbursed in two installments and checks will be forwarded directly to the Office of the Bursar. The lender will deduct up to 4% from the disbursements for origination and insurance fees. The Office of the Bursar will request that students endorse checks once they are received. Receipt of financial aid requires full matriculation in a degree program.

### Family Education Loan Program (FELP)

Loans to assist graduate and professional students pay the cost of attending the university. Repayment begins 30 to 60 days after the loan is disbursed at a fixed rate of 7.5%. Interest-only payments are required while the student is in school. Loans are available from \$2,000 to \$20,000 per academic year.

To apply, contact the Connecticut Higher Education Supplemental Loan Authority at 888-547-8233.

### Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition reimbursement plan for their employees. Students should check with their employers about policies and procedures which apply to degree studies (Also see Tuition and Fee section on page 14 for university policy).

### Advanced Education Nurse Traineeships

A limited number of Advanced Education Nursing Traineeships, made possible through federal legislation, are available through the School of Nursing. These funds are awarded to universities on a competitive basis by the Division of Nursing of the U.S. Public Health Service, and they provide funds to be used toward tuition and fees for full-time students.

### Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment status or rate of compensation.

### Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The Registrar's office will complete and submit the certification form.



# Educational Policies and General Regulations

## Catalog

This catalog pertains only to the graduate nursing program at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

## University Course Numbering System

### Undergraduate

- 01-99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Courses normally limited to juniors and seniors and open to graduate students with permission

### Graduate

- 500-599 Graduate courses

## Student Programs of Study

All programs of study must be planned with an advisor. In granting approval for a particular track or concentration, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the specific program have been met. Should a student wish to change their track or concentration, this request must be made in writing and approved by the advisor and the Dean.

## Advisement

All students are assigned a faculty advisor in the School of Nursing. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection, and the advisor's signature of approval on the University registration form is required. Students are expected to register no later than 1 week prior to the first day of class. Late registrations will be accepted on a space available basis.

## Academic Load

A full-time student will carry nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted.

## Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A "Permission to Audit" form, available in the Dean's office, must be completed and presented at registration during the regular registration period. No record of class attendance, participation or grades will be kept. The tuition for audit is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation or a laboratory component; in these cases, the audit tuition is the same as the credit tuition. Students may not audit a clinical course. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

## Independent Study

The purpose of independent study at the graduate level is to broaden a student's knowledge in a specific area of interest. Students must submit a preliminary proposal with the Independent Study Application Form, which is available in the Dean's office. Written approval is required from the project advisor and the Dean. Frequent consultation with the project advisor is required. Students may earn from one to six credits for an independent study course.

## Maintenance of Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average. A student must earn the minimum passing grade of "B minus" [B-] (2.67 quality points) in all courses to continue in the program. Students earning less than a B minus must repeat the course.

## Academic Probation/Dismissal

A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisor to adjust their course load. If the overall average is again below 3.0 at the end of that semester, the student may be dismissed. An individual who earns less than a B minus twice may not be allowed to continue in the program.

# Academic Regulations

## Applications for and Awarding of Degrees

All students must file an application for the master's degree and the post-master's certificate in the Dean's office. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. The deadline for submission of an application for graduation is noted in the calendar.

Degrees and post-master's certificates will be awarded each August, January, and May.

## Time to Complete Degree

Students are expected to complete all requirements for MSN programs and graduate within a period of five years from the date of enrollment in the first course. Post-Master's Certificate students are expected to complete all requirements within three years. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing.

A student who elects to take a leave of absence must submit a written request to the Dean. If education is interrupted, a student must apply for reinstatement/readmission (please see Readmission).

## Grades

The work of each graduate student is graded on the following basis:

A	Excellent	4.00 quality points
A-		3.67 quality points
B+		3.33 quality points
B	Good	3.00 quality points
B-		2.67 quality points
C+		2.33 quality points
C	Fair	2.00 quality points
C-		1.67 quality points
P	Pass	
F	Fail	0.00 quality points
I	Incomplete	
W	Withdrawal without penalty	

## Quality Point Value

The official mark or final letter grade earned in a course is assigned quality points. The quality points per credit hour and numerical equivalency for letter grades are as follows:

	Quality Points	Numerical Equivalent
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D	1.00	60-69
F	0.00	0-59

Each semester's course grades are computed into a weighted average. To determine a weighted grade point average (GPA), the number of credits per course is multiplied by the quality points earned per course. The total number of quality points for all courses is then divided by the number of credits attempted.

## Incompletes

The grade of "Incomplete" is given at the discretion of the individual professor, who also has the right to specify the deadline for completion of any missing coursework. The maximum time for completion of missing coursework will be 30 days after the beginning of the next regular semester, after which time the "Incomplete" becomes a "Fail." However, Nursing courses are sequential, and many are prerequisites to other courses. Students may not progress with an incomplete "I" in a prerequisite course. In addition, due to contractual and insurance limitations, Incompletes will not be granted for practicum courses. Pass or Fail grades are used in a limited number of courses.

## Scholastic Honors

### Graduation with Honors

Honors at graduation are awarded for the following weighted grade point averages:

Summa Cum Laude	3.85
Magna Cum Laude	3.70
Cum Laude	3.50

### Sigma Theta Tau

Membership in Sigma Theta Tau, the International Honor Society of Nursing, is an honor conferred upon nurses and nursing students who have demonstrated excellence in and commitment to nursing. The criteria for induction of graduate students are as follows:

1. Completion of one-fourth of graduate coursework (11 credits) by the end of the Spring semester.
2. An overall GPA of **at least 3.5** at the end of the spring semester for all courses taken at Fairfield University.

The Fairfield chapter, Mu Chi, was established in 1992, and currently includes over 500 students and alumni of the School of Nursing.

## Transfer of Credit

Fairfield University accepts transfer credits only from regionally accredited colleges and universities. Transfer of credit from such an institution of higher learning will be allowed only if it is (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. The grade received for the work may not be less than B. As many as six credits may be transferred upon approval by the Dean. No clinical courses are accepted for transfer.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Dean before registering for such courses.

## Withdrawal

Students who wish to withdraw from a course before its sixth scheduled class must do so in writing or in person at the Registrar's Office. Written withdrawals are effective as of the date received or postmarked. In person withdrawals are made in the Registrar's Office by completing and submitting a Course Withdrawal Form. In general, course withdrawals are not approved after the sixth class. Exceptions may be approved by the Dean in extreme cases.

Students who wish to withdraw from all courses or the school must submit a written statement of their intention to the Dean.

Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal, and may result in a penalty grade(s) being recorded for the course(s).

## Readmission

All students who interrupt their education for more than 12 successive months are considered inactive and must be reinstated. A request for reinstatement may be made by letter to the Dean at least one month prior to enrollment in courses.

If the student has been inactive for 24 months or longer, it will be necessary to submit a new application for admission to the graduate program. A review of past work will determine the terms of readmission.

## Certification

The MSN degree fulfills the academic requirements toward certification by the American Nurses Credentialing Center (ANCC). The ANCC offers an examination in order to receive certification as an Adult Nurse Practitioner, Family Nurse Practitioner, Psychiatric Nurse Practitioner, Clinical Specialist in Adult Psychiatric Mental Health Nursing, or in Nursing Administration, Advanced. Those completing a practitioner track are eligible to apply to ANCC to take the exam immediately after graduation. Healthcare Systems students completing the program meet academic requirements, but must contact ANCC regarding work experience requirements prior to applying for certification.

Practitioner certification provides the necessary credentials in order to apply for and receive an Advanced Practice Registered Nurse (APRN) License in the State of Connecticut. An APRN is required in Connecticut for nurses to have prescriptive privileges and receive third-party reimbursement. Students receive 585 hours of clinical experience during the practica courses. Healthcare Systems students receive 270 hours of practica in their selected concentration.

Students who already have a master's degree in nursing and complete the Post-Master's Certificate program option are also eligible to take the ANCC examination in their respective specialty.

Complete details and an ANCC application form may be requested on line at: [www.nursingworld.org/ancc/index.htm](http://www.nursingworld.org/ancc/index.htm), by email at [ANCC@ana.org](mailto:ANCC@ana.org), or by calling (800) 284-2378.



## Practicum Application

All students who plan to enroll in practica courses must complete the application form one semester prior to the semester in which they wish to enroll. Application packets are available in the School of Nursing office. Deadlines are: May 1 for a following spring enrollment, October 1 for a summer enrollment and February 1 for a fall enrollment. No contracts will be initiated with affiliating agencies until a complete practicum application is on file. Students registering late are not assured placement; thus, progression in the program may be hindered. Due to contractual and insurance limitations, Incompletes ("I") will not be granted for practicum courses.

## Health and Professional Requirements

All students in the MSN and Post-Master's Certificate programs must provide proof of current Connecticut RN licensure upon application to the program. In addition, students must provide documentation of the following health and professional requirements with their practicum packet:

- Current Connecticut RN license;
- Cardiopulmonary Resuscitation (CPR). Health Care Provider (American Heart Association) or Professional Rescuer (American Red Cross) is the minimum requirement. Please note that the American Heart Association certifies for two years. Students must remain certified throughout the program.
- Malpractice Insurance
- OSHA certification; Fairfield University School of Nursing OSHA training requirements must be met each year prior to clinical practica;
- Annual physical examination and non-reactive Mantoux test
- Immunizations – proof of immunization/titre must be provided for the following: hepatitis B, measles, mumps, rubella, varicella, and diphtheria-tetanus.

Arrangements for clinical practica will not be made until all health and professional requirements are met and documentation is on file.



## Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must be based on mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty and integrity. Such integrity is fundamental to, and an inherent part of, a Jesuit education. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends.

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Students are expected to submit materials that are their own. Plagiarism is one example of dishonest conduct, and includes the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism. In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in



the student's file in the Academic Dean's office. Any faculty member encountering an academic offense will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-President, an Academic Dishonesty Advisory Committee will be convened.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the university by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

## Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Dean's Office. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

## Harassment/Discrimination

Fairfield University recognizes and supports the inherent dignity of all people. Therefore, the university condemns any discrimination against the rights of others. The School of Nursing will not condone any environment that is hostile to the learner.

## Student Services

Graduate students are invited to participate in the non-academic facets of campus life. Many of the University's student services are available to students in the graduate schools on a fee-for-service basis.

## Library

The DiMenna-Nyselius Library completed a \$17 million expansion and renovation project in the fall of 2001. In addition to providing space for expanded access to information resources, this state of the art facility provides a variety of study spaces including team rooms, study pods, research tables, individual carrels, leisure seating, a 90-seat auditorium and a 24-hour café. An extensive fiber optic network combined with the latest in network technology provides over 600 data connections to the campus network at speeds of 100Mbps.

The DiMenna-Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include over 310,000 bound volumes, more than 1,800 journals and newspapers, over 10,000 audiovisual items, and the equivalent of 98,000 volumes in microform. A particular strength is the selective, but wide-ranging and current, reference collection. The stacks are open to all students, with study space at tables and individual carrels for over 900 students.

The library also has an automated information & inventory system, an online catalog that provides author, title, subject, and keyword access to all its books, journals and audiovisual materials. The library provides online access to more than 40 subscription databases including many with full text materials. These Internet resources may be accessed from either on or off campus. The library also has a CD-ROM local area network that provides access to several additional databases. Library reserve materials are available in print and electronically via the ERes system.

Other computing resources include two open computer labs providing access to Microsoft Office 2000 and the Internet on both iMacs and Intel-based personal computers. One lab has 30 seats; the other has 32 and can be accessed 24 hours a day. Both have spacious desktops located in custom-designed workstations. Workstations for the physically disabled are available throughout the building. Additionally, there is a 30-seat computer-based training room reserved for library instruction.

The library contains group study rooms, photocopiers, readers and reader-printers for microforms, and audiovisual hardware and software. The Campus TV network can be viewed on sets in video viewing carrels located in the Media Department. To borrow library materials, students must present a university ID card at the Circulation Desk. During the academic year, the library is open Monday to Thursday, 7:45 a.m. to midnight; Friday, 7:45 - 10:30 p.m.; Saturday, 9 a.m. to 9 p.m. and Sunday, 10:30 a.m. to midnight.



## Campus Ministry/ Community Service

The Campus Ministry Team is composed of three Jesuits and two laywomen. The members of the ministry team provide counseling and spiritual direction, foster prayer life, coordinate interfaith and ecumenical religious events, conduct liturgies and retreats, and organize student-led ministries, community service and international mission opportunities. The ministers are available at any time for students' needs and can be reached at the Pedro Arrupe, S.J. Campus Ministry Center.

## Housing

A limited number of residence units on campus have been reserved for graduate students. If you are interested in living on campus, contact Residence Life as soon as possible at (203) 254-4215 for more information.

Off-campus housing for graduate students can be arranged on an individual basis through Residence Life.

## The Barone Campus Center

The Barone Campus Center is the social focal point for all sectors of the university community. The Campus Center is open 24 hours from Sunday to Tuesday, and 7 a.m. to midnight on Fridays and Saturdays. Included in the Barone Campus Center are: the bookstore (open Monday to Friday, 8 a.m. to 7 p.m.; Saturday and Sunday, 11 a.m. to 4 p.m., and open for extended hours for the first two weeks of each semester; call 254-4262), snack bar (open Monday to Friday, 8 a.m. to midnight, and Saturday and Sunday, 11 a.m. to midnight), game room, mailroom (open Monday to Friday, 8:30 a.m. to 3:55 p.m.), ride boards and weekly activity bulletin. For more information, call the Barone Campus Center Information Desk from 9 a.m. to 9 p.m. at (203) 254-4222, or if on campus, ext. 4222.

## Recreation Complex

The Leslie C. Quick, Jr. Recreation Complex (RecPlex) is a multi-purpose facility with a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for volleyball, tennis, and basketball; enclosed courts that can be used for handball or racquetball; two newly renovated fitness rooms with a total of 33 cardio machines; a weight room with a variety of selectorized machines and free weights; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreation Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

## Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Barone Campus Center, ext. 4222.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours year-round. Violations of university regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

## Parking

All vehicles must display a valid vehicle registration decal and be parked properly in designated areas. The registration fee is included with tuition, so no additional fee must be paid.

To register a vehicle, bring your current University I.D. or registration receipt *and* the vehicle's registration to the Security Department in Room 2 of Loyola Hall (ground floor). A pamphlet explaining traffic and parking regulations is available there.

Note: Unauthorized vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed, at the owner's expense. Vehicles of handicapped persons must display an official campus or state handicapped permit.









# The School of Nursing Graduate Program

The School of Nursing Graduate Program has two tracks: Practitioner and Healthcare Systems. The course of study leads to a Master of Science in Nursing degree (MSN) and fulfills academic requirements toward certification as an Adult Nurse Practitioner, Family Nurse Practitioner, Psychiatric Nurse Practitioner, or Nursing Administration, Advanced. Faculty encourage students to utilize and build upon past education and experiences. The School of Nursing has long been recognized for its commitment to individualizing instruction and educational experiences.

The master's degree program requires 39-51 course credits for completion, depending on the track and concentration. All students take three core courses (9 credits) that address research, nursing science, and health policy. Four additional core courses (12 credits) are then taken specific to either the Practitioner or Healthcare Systems track. Practica experiences in a variety of agencies in surrounding communities allow for synthesis and implementation of theories.

Faculty members in the School of Nursing are exceptionally qualified by both academic and clinical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice. Each student is assigned to a faculty advisor who works closely with students to monitor progression through the program. Academic counseling, individualized attention, and career planning are integral to the advisement process.

## The Practitioner Track

The Master of Science in Nursing Practitioner track prepares advanced practice nurses who are able to provide quality primary health care services to all members of the community, with an emphasis on meeting the unique health care needs of multiculturally diverse and underserved populations. Clinical experiences in a variety of agencies in surrounding communities allow for synthesis of clinical judgment, assessment, diagnostic skills, and theory.

The three concentrations – Adult Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Nurse Practitioner – fulfill the academic requirement for ANCC certification. The psychiatric nurse practitioner program of study is in collaboration with the Graduate School of Education & Allied Professions. In practica, students work with individuals, families, and groups to provide

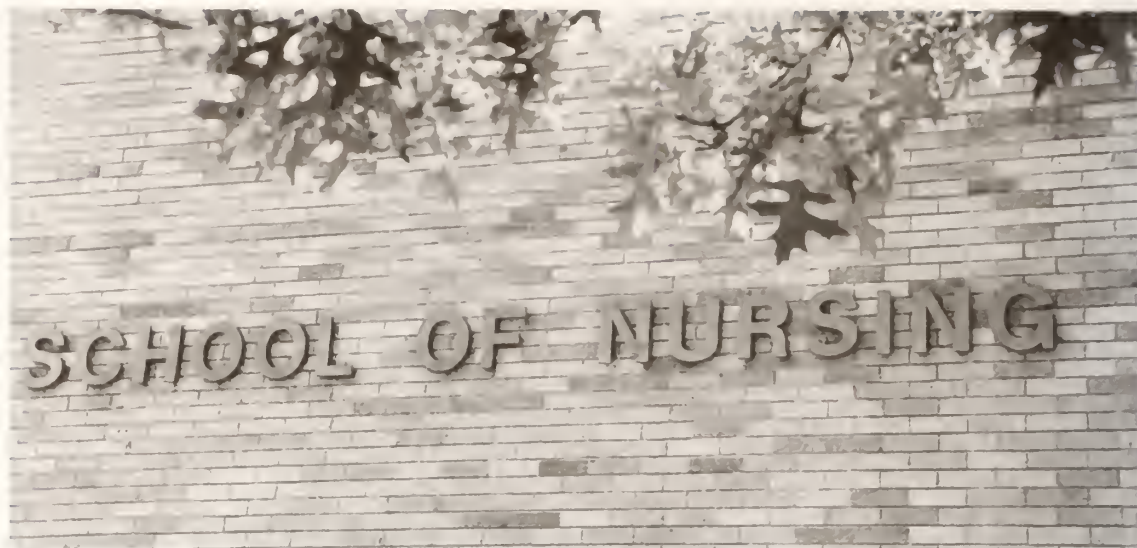


primary care. Primary care, initiated at a client's first point of contact with the healthcare system, is the continuous and comprehensive promotion and maintenance of health, prevention of illness, diagnosis and treatment, and management or referral of mental and physical problems. Practica in a variety of agencies in surrounding communities provide opportunities to synthesize theory and apply critical thinking in the identification and clinical management of risks and health problems.

## The Healthcare Systems Track

The Master of Science in Nursing Healthcare Systems track is intended to provide an opportunity for non-practitioner graduate education for nursing professionals. This program of study is in collaboration with the Charles F. Dolan School of Business. It prepares the professional nurse to manage organized healthcare services (Healthcare Management concentration) or develop and implement strategies to reduce liability and improve compliance and quality outcomes in healthcare (Healthcare Law concentration).

This program meets the academic requirement for ANCC certification in Nursing Administration, Advanced. The graduate has a broad depth of knowledge in a wide range of management, leadership, legal, regulatory, risk, and quality issues affecting healthcare systems. The student gains experience through practica working in settings such as hospitals, insurance companies and law firms. The graduate may work in administration and management of healthcare organizations, risk management, performance improvement, claim investigation and evaluation, and other positions requiring a combination of nursing management and legal education and experience. Potential employers include hospitals, nursing homes, managed care organizations, law firms, and insurance companies.



## Graduate Program Options

Full- and part-time programs are available. Curriculum plans for program options are included in the following pages in this catalog. Program options are as follows:

### **RNs with a Bachelor's Degree in Nursing**

The full-time program for those who are registered nurses with a baccalaureate degree in nursing requires two academic years and the interim summer for completion. Part-time studies are also offered. This program has been specifically developed to accommodate the needs of adult learners and students with full-time work schedules.

### **RNs with a non-Nursing Bachelor's Degree**

Registered Nurses with a non-nursing bachelor's degree may be admitted directly to the School of Nursing Graduate Program. Students in this program do not earn a BSN degree. Prerequisites for graduate level nursing courses include Statistics, basic computer literacy, and Community Health for all students. Health Assessment is also required for all practitioner students. Waiver of these courses is available through portfolio assessment/challenge exam.

### **Graduate Entry Into Nursing Practice**

(non-nurses with a non-nursing Bachelor's degree)

This program is available for non-nurses who have a non-nursing baccalaureate degree and wish to pursue licensure as a registered nurse and a Master of Science degree. No baccalaureate degree is awarded. The program requires three years of full-time study; students are eligible to take the national licensing exam (NCLEX) to be granted RN licensure after 15 months of study, and complete their MSN in an additional 21 months full-time.

### **Post-Master's Certificate Program**

This option is a 30- to 39-credit program of study for those individuals who already have a master's degree in nursing. Credit requirements depend upon previous graduate level courses taken and selected program concentration. Post-master's certificates are available in the Adult, Family, and Psychiatric Nurse Practitioner concentrations.



## Graduate Program Objectives

1. Negotiate a role within the healthcare delivery system that provides for collaboration, interdependence and a professional identity as an advanced nursing professional with specialized knowledge.
2. Communicate effectively with others in order to provide comprehensive care or services in a variety of settings.
3. Use an ethical framework to analyze personal values, resolve dilemmas in practice, and serve as an advocate for clients consistent with ethical codes of conduct.
4. Contribute to the body of nursing knowledge through the conduct or systematic use of research.
5. Assume a leadership role within the healthcare system to influence local, regional and national policies that impact the quality of healthcare delivery.
6. Demonstrate critical thinking in decision making in the role of an advanced nursing professional.
7. Integrate a sensitivity to cultural diversity and the unique characteristics of the individual, family, and community in the development and implementation of services or care.
8. Utilize theory and research from nursing and related disciplines to formulate nursing strategies, initiate change, improve practice, and influence health care policy.
9. Delineate measurable health outcomes for clients, populations, programs or systems based on accurate assessment.
10. Utilize information systems to develop interventions that are beneficial and cost effective.



# Graduate Courses Required for MSN

## Practitioner

### Core Courses – all MSN students (9 credits)

- NS 502 Development of Nursing Science (3)
- NS 503 Nursing Research (3)
- NS 505 Health Policy (3)

### Practitioner Core Courses (12 credits)

- NS 501 Holistic Health Promotion (3)
- NS 504 Health Assessment (3)
- NS 540 Pathophysiology (3)
- NS 541 Pharmacology (3)

### Program Concentration Courses

#### *Adult Nurse Practitioner (21 credits)*

- NS 542 Primary Care of Adults I (3)
- NS 543 Practicum in Primary Care of Adults I (3)
- NS 538 Primary Care of Adults II (3)
- NS 539 Practicum in Primary Care of Adults II (5)
- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care of Special Populations (5)

#### *Family Nurse Practitioner (24 credits)*

- NS 542 Primary Care of Adults I (3)
- NS 543 Practicum in Primary Care of Adults I (3)
- NS 538 Primary Care of Adults II (3)
- NS 544 Primary Care of the Family (3)
- NS 545 Practicum in Primary Care of the Family (5)
- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care of Special Populations (5)

#### *Psychiatric Nurse Practitioner (30 credits)*

- NS 550 Dynamics of Psychopathology (3)
- NS 552 Mental Health Nursing of Individuals (3)
- NS 553 Practicum in Mental Health Nursing of Individuals (3)
- FT 550 Introduction to Marriage & Family Therapy (3)
- CN 455 Group Process (3)
- NS 555 Practicum in Mental Health Nursing of Groups/Families (5)
- FT 552 Interventions in Structural & Strategic Family Therapy (3)

or

- FT 561 Advanced Interventions in Family Therapy (3)
- NS 556 Primary Care in Mental Health Nursing (2)
- NS 557 Practicum in Primary Care Mental Health Nursing (5)

## Healthcare Systems (38 credits)

### Core Courses – all MSN students (9 credits)

- NS 502 Development of Nursing Science (3)
- NS 503 Nursing Research (3)
- NS 505 Health Policy (3)

### Healthcare Systems Core Courses (12 credits)

- NS 530 Healthcare Ethics & Law (3)
- AC 400\* Financial Accounting (3)
- IS 401\* Information Systems (3)
- MG 400\* Organizational Behavior (3)

### Program Concentration Courses

#### *Healthcare Management (18 credits)*

- MG 503\* Human Resources Management (3)
- MG 504\* Leadership (3)
- MK 401\* Marketing Management (3)
- NS 536 Managed Care & Case Management (3)
- NS 535 Practicum in Healthcare Systems I (3)
- NS 537 Practicum in Healthcare Systems II (3)

#### *Healthcare Law (18 credits)*

- NS 531 Administrative & Statutory Law in Healthcare Systems (3)
- NS 532 Civil Law & Litigation in Healthcare Systems (3)
- NS 533 Criminal Aspects of Healthcare Law (3)
- NS 534 Risk Management and Performance Improvement (3)
- NS 535 Practicum in Healthcare Systems I (3)
- NS 537 Practicum in Healthcare Systems II (3)

\* Charles F. Dolan School of Business courses



# Curriculum for Registered Nurses with Bachelor's Degree in Nursing

Requirements for the

## Full-Time Adult Nurse Practitioner Track

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### FIRST YEAR

#### Fall Semester (12 credits)

- NS 502 Development of Nursing Science (3)
- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (12 credits)

- NS 501 Holistic Health Promotion (3)
- NS 503 Nursing Research (3)
- NS 541 Pharmacology (3)
- NS 542 Primary Care of Adults I (3)

#### Summer Term (6 credits)

- NS 538 Primary Care of Adults II (3)
  - NS 543 Practicum in Primary Care of Adults I (3)
- 

### SECOND YEAR

#### Fall Semester (5 credits)

- NS 539 Practicum in Primary Care of Adults II (5)

#### Spring Semester (7 credits)

- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care of  
Special Populations (5)

**TOTAL CREDITS: 42**

Requirements for the

## Part-Time Adult Nurse Practitioner Track

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### FIRST YEAR

#### Fall Semester (6 credits)

- NS 502 Development of Nursing Science (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (6 credits)

- NS 501 Holistic Health Promotion (3)
  - NS 541 Pharmacology (3)
- 

### SECOND YEAR

#### Fall Semester (6 credits)

- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)

#### Spring Semester (6 credits)

- NS 503 Nursing Research (3)
- NS 542 Primary Care of Adults I (3)

#### Summer Term (6 credits)

- NS 538 Primary Care of Adults II (3)
  - NS 543 Practicum in Primary Care of Adults I (3)
- 

### THIRD YEAR

#### Fall Semester (5 credits)

- NS 539 Practicum in Primary Care of Adults II (5)

#### Spring Semester (7 credits)

- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care  
of Special Populations (5)

**TOTAL CREDITS: 42**

Requirements for the

## Full-Time Family Nurse Practitioner Track

### FIRST YEAR

#### Fall Semester (12 credits)

- NS 502 Development of Nursing Science (3)
- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (12 credits)

- NS 501 Holistic Health Promotion (3)
- NS 503 Nursing Research (3)
- NS 541 Pharmacology (3)
- NS 542 Primary Care of Adults I (3)

#### Summer Term (6 credits)

- NS 538 Primary Care of Adults II (3)
- NS 543 Practicum in Primary Care of Adults I (3)

### SECOND YEAR

#### Fall Semester (8 credits)

- NS 544 Primary Care of the Family (3)
- NS 545 Practicum in Primary Care of Adults II (5)

#### Spring Semester (7 credits)

- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care of Special Populations (5)

**TOTAL CREDITS: 45**

Requirements for the

## Part-Time Family Nurse Practitioner Track

### FIRST YEAR

#### Fall Semester (6 credits)

- NS 502 Development of Nursing Science (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (6 credits)

- NS 501 Holistic Health Promotion (3)
- NS 541 Pharmacology (3)

### SECOND YEAR

#### Fall Semester (6 credits)

- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)

#### Spring Semester (6 credits)

- NS 503 Nursing Research (3)
- NS 542 Primary Care of Adults I (3)

#### Summer Term (6 credits)

- NS 538 Primary Care of Adults II (3)
- NS 543 Practicum in Primary Care of Adults I (3)

### THIRD YEAR

#### Fall Semester (8 credits)

- NS 544 Primary Care of the Family (3)
- NS 545 Practicum in Primary Care of Adults II (5)

#### Spring Semester (7 credits)

- NS 547 Primary Care of Special Populations (2)
- NS 548 Practicum in Primary Care of Special Populations (5)

**TOTAL CREDITS: 45**

Requirements for the

## Full-Time Psychiatric Nurse Practitioner Track

### FIRST YEAR

#### Fall Semester (12 credits)

- NS 502 Development of Nursing Science (3)
- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (12 credits)

- NS 501 Holistic Health Promotion (3)
- NS 503 Nursing Research (3)
- NS 541 Pharmacology (3)
- NS 550 Dynamics of Psychopathology (3)

#### Summer Term (9 credits)

- NS 552 Mental Health Nursing of Individuals (3)
- NS 553 Practicum in Primary Care of Adults I (3)
- FT 550 Introduction to Marriage & Family Therapy (3)

### SECOND YEAR

#### Fall Semester (11 credits)

- CN 455 Group Process (3)
- NS 555 Practicum in Mental Health Nursing of Groups/Families (5)
- FT 552 Interventions in Structural & Strategic Family Therapy (3)

or

- FT 561 Advanced Interventions in Family Therapy (3)

#### Spring Semester (7 credits)

- NS 556 Primary Care Mental Health Nursing (2)
- NS 557 Practicum in Primary Care Mental Health Nursing (5)

**TOTAL CREDITS: 51**

Requirements for the

## Part-Time Psychiatric Nurse Practitioner Track

### FIRST YEAR

#### Fall Semester (6 credits)

- NS 502 Development of Nursing Science (3)
- NS 540 Pathophysiology (3)

#### Spring Semester (9 credits)

- NS 501 Holistic Health Promotion (3)
- NS 541 Pharmacology (3)
- NS 550 Dynamics of Psychopathology (3)

### SECOND YEAR

#### Fall Semester (6 credits)

- NS 504 Health Assessment for Advanced Practice (3)
- NS 505 Health Policy (3)

#### Spring Semester (6 credits)

- NS 503 Nursing Research (3)
- FT 550 Introduction to Marriage & Family Therapy (3)

#### Summer Term (6 credits)

- NS 552 Mental Health Nursing of Individuals (3)
- NS 553 Practicum in Mental Health Nursing of Individuals (3)

### THIRD YEAR

#### Fall Semester (11 credits)

- CN 455 Group Process (3)
- NS 555 Practicum in Mental Health Nursing of Groups/Families (5)
- FT 552 Interventions in Structural & Strategic Family Therapy (3)

or

- FT 561 Advanced Interventions in Family Therapy (3)

#### Spring Semester (7 credits)

- NS 556 Primary Care Mental Health Nursing (2)
- NS 557 Practicum in Primary Care Mental Health Nursing (5)

**TOTAL CREDITS: 51**

# Curriculum for Healthcare Systems Master's Degree in Nursing

Requirements for the

## Full-Time Healthcare Law Track

### FIRST YEAR

#### Fall Semester (9 credits)

NS 502 Development of Nursing Science (3)  
NS 505 Health Policy (3)  
MG 400 Organizational Behavior (3)

#### Spring Semester (12 credits)

IS 401 Information Systems (3)  
NS 503 Nursing Research (3)  
NS 530 Healthcare Ethics and Law (3)  
NS 532 Civil Law and Litigation in Healthcare  
Systems (3)

#### Summer Term (3 credits)

AC 400 Financial Accounting (3)

### SECOND YEAR

#### Fall Semester (9 credits)

NS 531 Administrative & Statutory Law in Healthcare  
Systems (3)  
NS 534 Risk Management and Performance  
Improvement (3)  
NS 535 Practicum in Healthcare Systems I (3)

#### Spring Semester (6 credits)

NS 533 Criminal Aspects of Healthcare Law (3)  
NS 537 Practicum in Healthcare Systems (3)

**TOTAL CREDITS: 39**

Requirements for the

## Part-Time Healthcare Law Track

### FIRST YEAR

#### Fall Semester (6 credits)

NS 502 Development of Nursing Science (3)  
NS 505 Health Policy (3)

#### Spring Semester (9 credits)

IS 401 Information Systems (3)  
NS 503 Nursing Research (3)  
NS 530 Healthcare Ethics and Law (3)

#### Summer Term (3 credits)

AC 400 Financial Accounting (3)

### SECOND YEAR

#### Fall Semester (3 credits)

NS 531 Administrative & Statutory Law in Healthcare  
Systems (3)

#### Spring Semester (6 credits)

NS 532 Civil Law and Litigation in Healthcare  
Systems (3)  
MG 400 Organizational Behavior (3)

### THIRD YEAR

#### Fall Semester (6 credits)

NS 534 Risk Management and Performance  
Improvement (3)  
NS 535 Practicum in Healthcare Systems I (3)

#### Spring Semester (6 credits)

NS 533 Criminal Aspects of Healthcare Law (3)  
NS 537 Practicum in Healthcare Systems (3)

**TOTAL CREDITS: 39**



Requirements for the  
**Full-Time Management Track**

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**FIRST YEAR**

**Fall Semester (9 credits)**

NS 502 Development of Nursing Science (3)

NS 505 Health Policy (3)

MG 400 Organizational Behavior (3)

**Spring Semester (12 credits)**

IS 401 Information Systems (3)

NS 503 Nursing Research (3)

NS 530 Healthcare Ethics and Law (3)

MG 503 Human Resources Management (3)

**Summer Term (3 credits)**

AC 400 Financial Accounting (3)

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**SECOND YEAR**

**Fall Semester (6 credits)**

NS 535 Practicum in Healthcare Systems I (3)

NS 536 Managed Care & Case Management (3)

**January Intersession (3 credits)**

MG 504 Leadership (3)

**Spring Semester (6 credits)**

MK 401 Marketing Management (3)

NS 537 Practicum in Healthcare Systems II (3)

**TOTAL CREDITS: 39**

Requirements for the  
**Part-Time Management Track**

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**FIRST YEAR**

**Fall Semester (6 credits)**

NS 502 Development of Nursing Science (3)

NS 505 Health Policy (3)

**Spring Semester (9 credits)**

IS 401 Information Systems (3)

NS 503 Nursing Research (3)

NS 530 Healthcare Ethics and Law (3)

**Summer Term (3 credits)**

AC 400 Financial Accounting (3)

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**SECOND YEAR**

**Fall Semester (3 credits)**

MG 400 Organizational Behavior (3)

**Spring Semester (6 credits)**

NS 503 Human Resources Management (3)

MK 401 Marketing Management (3)

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**THIRD YEAR**

**Fall Semester (6 credits)**

NS 535 Practicum in Healthcare Systems I (3)

NS 536 Managed Care & Case Management (3)

**Spring Semester (6 credits)**

MK 401 Marketing Management (3)

NS 537 Practicum in Healthcare Systems II (3)

**TOTAL CREDITS: 39**

## Curriculum for Post Master's Certificate

### Requirements for the Post-Master's Adult Nurse Practitioner Track

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#### FIRST YEAR

**Fall Semester (6 credits)**

- NS 504 Health Assessment for Advanced Practice (3)  
NS 540 Pathophysiology (3)

**Spring Semester (6 credits)**

- NS 541 Pharmacology (3)  
NS 542 Primary Care of Adults I (3)

**Summer Term (6 credits)**

- NS 538 Primary Care of Adults II (3)  
NS 543 Practicum in Primary Care of Adults (3)
- 

#### SECOND YEAR

**Fall Semester (5 credits)**

- NS 539 Practicum in Primary Care of Adults II (5)

**Spring Semester (7 credits)**

- NS 547 Primary Care of Special Populations (2)  
NS 548 Practicum in Primary Care  
of Special Populations (5)

**TOTAL CREDITS: 30**

### Requirements for the Post-Master's Family Nurse Practitioner Track

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#### FIRST YEAR

**Fall Semester (6 credits)**

- NS 504 Health Assessment for Advanced Practice (3)  
NS 540 Pathophysiology (3)

**Spring Semester (6 credits)**

- NS 541 Pharmacology (3)  
NS 542 Primary Care of Adults I (3)

**Summer Term (6 credits)**

- NS 538 Primary Care of Adults II (3)  
NS 543 Practicum in Primary Care of Adults (3)
- 

#### SECOND YEAR

**Fall Semester (8 credits)**

- NS 544 Primary Care of the Family (3)  
NS 545 Practicum in Primary Care of the Family (5)

**Spring Semester (7 credits)**

- NS 547 Primary Care of Special Populations (2)  
NS 548 Practicum in Primary Care  
of Special Populations (5)

**TOTAL CREDITS: 33**

Requirements for the

## Post-Master's Psychiatric Nurse Practitioner Track

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### FIRST YEAR

#### Fall Semester (6 credits)

NS 504 Health Assessment for Advanced Practice (3)

NS 540 Pathophysiology (3)

#### Spring Semester (9 credits)

NS 541 Pharmacology (3)

NS 550 Dynamics of Psychopathology (3)

FT 550 Introduction to Marriage & Family Therapy (3)

#### Summer Term (6 credits)

NS 552 Mental Health Nursing of Individuals (3)

NS 553 Practicum in Mental Health  
Nursing of Individuals (3)

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### SECOND YEAR

#### Fall Semester (11 credits)

CN 455 Group Process (3)

NS 555 Practicum in Mental Health Nursing  
of Groups/Families (5)

FT 552 Interventions in Structural and Strategic  
Family Therapy (2)

*or*

FT 561 Advanced Interventions in Family Therapy (3)

#### Spring Semester (7 credits)

NS 556 Primary Care Mental Health Nursing (2)

NS 557 Practicum in Primary Care  
Mental Health Nursing (5)

**TOTAL CREDITS: 39**

## Curriculum for Graduate Entry into Nursing Practice

This full-time option is available to non-nurses who have a bachelor's degree and wish to pursue licensure as a Registered Nurse and a master of science in nursing degree. In addition to the admission criteria listed in the catalog, an interview is required.

**PREREQUISITES\*:** *Abnormal Psch* (3), *Statistics* (3), *Growth & Development* (3), *Anatomy & Physiology* (8), *Microbiology* (4), *Chemistry* (4); undergraduate GPA of 3.0 or better. Prerequisites can be transferred in or credits earned via CLEP or Excelsior exams.

### Summer #1 (13 credits)

#### Undergraduate:

- NS 110 Intro. to Professional Nursing (3)
- NS 270 Health Assessment (4)
- NS 303 Pathophysiology/Pharmacology (3)
- NS 307 Therapeutic Nursing Interventions (3)

### Fall #1 (14 credits)

#### Undergraduate:

- NS 112 Health Care Delivery Systems (3)
- NS 301 Patterns of Wellness (4)
- NS 305 Mental Health Nursing (4)

#### Graduate:

- NS 505 Health Policy (3)

### Spring #1 (13 credits)

#### Undergraduate:

- NS 312 Patterns of Illness I (5)
- NS 314 Nursing of Women & Childbearing Family (4)
- NS 323 Nursing of Children and Family (4)

### Summer #2 (12 credits)

#### Undergraduate:

- NS 325 Patterns of Illness II (5)
- NS 330 Community Health & the Elderly (4)
- NS 332 Transition to Professional Nursing Practice (3)

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## NCLEX

Students take state boards in order to be licensed as a Registered Nurse.

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## Graduate Courses:

	ADULT/FAMILY NP	PSYCH NP
<b>Fall #2</b> (9 credits)	NS 502 Nursing Science (3) NS 504 Health Assessment (3) NS 540 Pathophysiology (3)	NS 502 Nursing Science (3) NS 504 Health Assessment (3) NS 540 Pathophysiology (3)
<b>Spring #2</b> (12 credits)	NS 501 Holistic Health Promotion (3) NS 503 Nursing Research (3) NS 541 Pharmacology (3) NS 542 Primary Care of Adults I (3)	NS 501 Holistic Health Promotion (3) NS 503 Nursing Research (3) NS 541 Pharmacology (3) NS 550 Dynamics of Psychopathology (3)
<b>Summer #3</b> (6-9 credits)	NS 538 Primary Care of Adults II (3) NS 543 Practicum/Adults I (3)	NS 552 Mental Health Nursing/Individuals (3) NS 553 Practicum/Individuals (3) FT 550 Intro to Marriage/Family Therapy (3)
<b>Fall #3</b> (5-11 credits)	NS 539 Practicum/Adults II (5) or NS 544 Primary Care of the Family (3) NS 545 Practicum/Family (5)	CN 455 Group Process (3) FT 552 Interventions/Family Therapy (3) NS 555 Practicum/Groups/Families (5)
<b>Spring #3</b> (7 credits)	NS 547 Primary Care/Special Pops (2) NS 548 Practicum/Special Pops (5)	NS 556 Primary Care Mental Health Nursing (2) NS 557 Practicum/Mental Health Nursing (5)

**Total Undergraduate Credits:** 49

**Total Graduate Credits:**

for Adult NP:	42
for Family NP:	45
for Psych NP:	51



# Graduate Course Descriptions

## NS 501 Holistic Health Promotion

This course presents health promotion for the advanced practice nurse within a holistic health framework. Students explore the role of the advanced practice nurse in the delivery of holistic health promotion to diverse cultures and communities. Elements of holistic care and the interaction of mind/body on health are discussed within the context of the healing relationship with the primary care practitioner. Specific risk factors, which lead to psychophysiological dysregulation, are identified. Self-management strategies to empower the client and family to promote holistic health are explored, including therapeutic suggestion, contingency contracts, stress management, bereavement counseling, and complementary modalities of healing. Ethical and cultural issues as they relate to health promotion are addressed. Students participate in a weekly cognitive behavioral group designed to teach approaches and techniques for coping and stress management.

(42 theory hours)

3 credits

## NS 502 Development of Nursing Science

This course provides a foundation for understanding the nature of science, the state of the art of nursing science, and approaches to the development of a science. Students examine theory-research-practice connections, critique extant nursing models, and engage in concept analysis and synthesis. The concept analysis conducted by course participants may serve as the foundation for the proposal developed in NS 503.

(42 theory hours)

3 credits

## NS 503 Nursing Research

This advanced research course builds on the knowledge base developed in basic nursing research courses. The major purpose of the course is to assist students in designing a research proposal. Concepts developed in NS 502 may serve as bases for students' proposals. Then, in NS 503, students relate nursing research to theory, critique studies, evaluate instruments, analyze data, and discuss opportunities for disseminating findings. In addition, the course content helps students explore ethical issues in health research, nursing research

priorities, epidemiological trends, computer analysis of data including accessing national data sets, and collaborative approaches to research. Prerequisite: Statistics.

(42 theory hours)

3 credits

## NS 504 Health Assessment for Advanced Practice

This core course focuses on the holistic and comprehensive health assessment of individuals and families across the lifespan. Its purpose is to provide a foundation for primary prevention and health promotion through appropriate screening and risk assessment. The course also includes history taking, advanced physical examination, and interpretation of laboratory assessment data. The course provides students with the opportunity to develop the comprehensive assessment skills required for advanced primary care nursing practice.

All students complete the course module in comprehensive health assessment. In addition, family nurse practitioner students develop advanced physical examination and laboratory assessment skills; and psychiatric nurse practitioner students develop advanced mental health assessment skills.

Prerequisite: demonstrated competency in basic health assessment prior to registration. (Lab fee TBD)

(28 theory hours and 28 lab hours)

3 credits

## NS 505 Health Policy

The focus of this course is on contemporary health policy, its development and implementation, and ways in which nurses can influence it. Students evaluate the impact of health policy on nurses, patients, communities, healthcare delivery systems, and the nursing profession as a whole. Resource allocation, along with socioeconomic, political, legal, and ethical factors that influence health policy are examined.

(42 theory hours)

3 credits

## NS 538 Primary Care of Adults II

This course continues primary health care of the adult begun in NS 542 and includes the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse in the ambulatory primary health care setting. This course studies neurological, psychological, musculoskeletal, rheumatic, dermatological, visual, and men's and women's health problems. The identification and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments are addressed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. Prerequisite: NS 542; Pre/co-requisite: NS 543.

(42 theory hours)

3 credits

## NS 539 Practicum in Primary Care of Adults II

This course provides students with the opportunity to apply theoretical learning about the primary care of adults in an ambulatory primary care setting. This practicum builds on primary care skills from those in Adult Health I practicum. Under the supervision of a nurse practitioner or physician, students provide primary care to adult clients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management and prevention of illness, ethical implications, and the promotion of health. In addition, the advanced practice role components of clinical practice, consultation, collaboration, and education are illustrated and analyzed in the clinical practicum and conference. Prerequisite: NS 543.

(225 clinical hours)

5 credits



**NS 540 Pathophysiology**

The physiological basis of health and disease states is discussed in this course. The course focuses on the pathophysiological aspects of those processes commonly encountered in primary care practice, including those which can be altered by appropriate treatment and those which do not respond to intervention.

(42 theory hours)

3 credits

**NS 541 Pharmacology for Advanced Practice**

This course focuses on the pharmacotherapeutic principles of drugs most commonly used by nurse practitioners in primary care. Pertinent pathophysiology is reviewed, and emphasis is placed on drug therapy for agent selection, monitoring drug therapy, identifying and avoiding adverse drug reactions and interactions, as well as thorough patient counseling with regard to proper drug usage. This course is designed to meet the pharmacology requirement for APRN licensure in Connecticut. Prerequisite: NS 540.

(42 theory hours)

3 credits

**NS 542 Primary Care of Adults I**

This course focuses on primary health care of the adult, particularly the assessment, diagnosis, treatment, management, and evaluation of risk factors and problems commonly encountered by the advanced practice nurse in the ambulatory primary health care setting. This course studies respiratory, gastrointestinal, hematological, cardiovascular, endocrine, and renal problems. The identification and clinical management of abnormal findings generated from age-appropriate screenings and cultural assessments are addressed. Emphasis is placed on critical thinking and clinical judgment as they relate to the development of appropriate differential diagnoses and approaches to the management of problems. Prerequisites: NS 502, NS 503, NS 505, NS 540; Pre-/co-requisites: NS 501, NS 504, NS 541.

(42 theory hours)

3 credits

**NS 543 Practicum in Primary Care of Adults I**

This course provides students with the opportunity to apply theoretical learning about the primary care of adults in an ambulatory primary care setting. Under the supervision of a nurse practitioner or licensed physician, students provide primary care to adult clients from diverse populations. Clinical conferences provide an opportunity for discussion and sharing of issues encountered in the practicum as they relate to the diagnosis, treatment, management and prevention of illness, ethical implications, and the promotion of health. In addition, the advanced practice role components of clinical practice, consultation, collaboration, and education are illustrated and analyzed in the clinical practicum and conference. Prerequisite: NS 542.

(135 clinical hours)

3 credits

**NS 544 Primary Care of the Family**

This course focuses on primary care of children in the context of their families. The assessment, diagnosis, treatment, and management of common primary care problems of children encountered in the ambulatory primary care setting are addressed. Consideration is given to the unique needs of culturally diverse patients and families. Family theory is studied, as well as the impact of illness and violence on the family. Prerequisites: NS 542, NS 543; Co-requisite: NS 545.

(42 theory hours)

3 credits

**NS 545 Practicum in Primary Care of the Family**

This course provides students with the opportunity to deliver primary care services to families of diverse backgrounds in ambulatory settings under the supervision of a nurse practitioner, certified nurse midwife, or licensed physician. Clinical conferences provide opportunities for students to share experiences encountered in the practicum as they relate to diagnosis, treatment, management and prevention of illness, health promotion, and risk assessment. In addition, the specific advanced practice role components of research and change agent skills are illustrated and analyzed in the clinical practicum and conference. Prerequisite: NS 543; Co-requisite: NS 544.

(225 clinical hours)

5 credits

**NS 547 Primary Care of Special Populations**

This course is designed to help students integrate learning experiences in the final specialization course of the program. It focuses on increasingly complex primary care problems. The course will address increased vulnerability, health fragility, and complex management of multiple health problems. Unique needs of special populations in the community who are at increased risk for illness are addressed. Students will examine issues of health care delivery as they integrate all aspects of the advanced practice nurse role in caring for challenging clients and families. Prerequisites: NS 544 or NS 538, NS 545 or NS 539; Co-requisite: NS 548.

(28 theory hours)

2 credits

**NS 548 Practicum in Primary Care of Special Populations**

Clinical experiences provide students with the opportunity to deliver primary care services to special populations with complex health problems in a variety of settings. Clinical conferences provide opportunities to share experiences encountered in the clinical setting as they relate to health and social problems, management, health promotion, risk assessment, and the role of the nurse practitioner providing primary health care services to individuals and families from special populations. The clinical experience is designed to help students integrate advanced practice nurse role components into the clinical management of complex actual or potential health problems. Increasing independence and accountability in clinical practice is expected and facilitated through peer group discussion, faculty-preceptor collaboration, and faculty, preceptor and self-evaluations. A Capstone Project is completed that reflects critical thinking, decision-making skills, and the ability to assess, plan, implement, and evaluate. The Capstone Project is an analysis, synthesis, and utilization of knowledge from previous courses/experiences. Pre-/co-requisite: NS 547.

(225 clinical hours)

5 credits

**NS 550 Dynamics of Psychopathology**

This course examines theories and the dynamics of personality in an effort to understand what motivates human behavior. Approaches examined include attachment theory, learning theory, Freud's classical analytic approach, object relations theory including self psychological theory, and other contemporary psychoanalytic models. These models are discussed as they pertain to various diagnostic categories and cultural groups with an emphasis on clinical assessment.

(42 theory hours)

3 credits



**NS 552 Mental Health Nursing of Individuals**

This course provides an overview of individual psychotherapeutic treatment modalities across the lifespan including psychodynamic, cognitive, behavioral, self psychology, reminiscence, art therapy, and journaling. Emphasis is on short-term therapeutic strategies and formation of a therapeutic alliance with individuals. Alternative therapeutic modalities such as imagery, relaxation techniques, and hypnosis are also discussed, and multicultural issues related to treatment are addressed. Prerequisites: NS 501, NS 502, NS 503, NS 504, NS 505, NS 541, NS 550.

(42 theory hours)

3 credits

**NS 553 Practicum in Mental Health Nursing of Individuals**

This clinical course gives students the opportunity to work with individuals in various settings. Ongoing group supervision and individual supervision by preceptors in clinical agencies are integral course experiences designed to help students enhance their assessment, diagnostic and psychotherapeutic skills with individual clients. In addition, the advanced practice role components of clinical practice, consultation, collaboration, and education are illustrated and analyzed in the clinical practicum and supervision. Pre-/co-requisite: NS 552.

(135 clinical hours)

3 credits

**CN 455 Group Process**

This is a "laboratory" course with a focus on group process and dynamics as experienced through student participation in groups. Students will observe the nature of their interactions with each other and enhance their understanding of how groups develop and function.

**FT 550 Introduction to Marriage and Family Therapy**

This course provides an overview of the historical development of family therapy. The student becomes acquainted with the models developed by Minuchin, Haley, Madanes, Satir, Ackerman, Bowen, Whitaker, and others. Attention is focused on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment, and theoretical foundations. Contemporary directions of the field are explored.

(42 theory hours)

3 credits

**FT 552 Intervention in Structural & Strategic Family Therapy**

This course will focus on the models of Minuchin, Haley, Madanes, and MRI with an emphasis on diagnosis, assessment, and intervention design. This course will address the range of techniques associated with each orientation; indications and contra-indications for utilizing specific techniques; development of a rationale for intervention; and the role of the therapist. Prerequisite: FT 550.

(42 theory hours)

3 credits

**FT 561 Advanced Interventions in Family Therapy**

Post-modern and social constructionist perspectives continue to inform contemporary psychotherapy practices and innovations. This course focuses on the theoretical assumptions, common themes, and specific techniques of brief, solution-focused, and narrative therapies. It provides students with hands-on skill building opportunities in clinical interventions. Prerequisite: FT 550.

(42 theory hours)

3 credits

**NS 555 Practicum in Mental Health Nursing of Groups and Families**

This clinical course gives students the opportunity to develop skills in working with individuals, groups, and families in clinical settings. Students co-lead groups in various community settings, experience the evolution of a group, and work with families. Individual supervision is provided by the preceptor in the clinical agency. These experiences are designed to enhance the student's assessment, diagnostic and psychotherapeutic skills with individuals, groups, and families in varied settings. In addition, the advanced practice role components of role development and utilization of research are illustrated and analyzed in the clinical practicum and supervision. Prerequisites: NS 553, FT 550; Pre-/co-requisites: CN 455, FT 552.

(225 clinical hours)

5 credits

**NS 556 Primary Care Mental Health Nursing**

This course is designed to help students develop increased independence in advanced primary care mental health nursing with an emphasis on special populations. Students synthesize theories of primary mental health care to develop comprehensive treatment plans for client families. The focus of this course is on advanced practice psychiatric nursing roles of the psychotherapist, consultant/liason, supervisor, mental health educator, and medication manager. In addition, students examine issues of health care delivery as they integrate all aspects of the advanced practice nurse role in caring for clients from special populations. Prerequisite: CN 455.

(28 theory hours)

2 credits

**NS 557 Practicum in Primary Care Mental Health Nursing**

This clinical course is the final practicum for psychiatric nurse practitioner students. Students practice in an advanced practice role in a primary mental health care setting with diverse populations of individuals, families, and groups. Ongoing group and individual supervision is offered by faculty and preceptors in the clinical agency. The practicum experience is designed to help students integrate advanced practice nurse role components into the clinical management of complex actual or potential health problems. A Capstone Project is completed which reflects critical thinking, decision-making skills, and the ability to assess, plan, intervene, and evaluate. The Capstone Project is an analysis, synthesis, and utilization of knowledge from previous courses. Prerequisite: NS 555; Pre-/co-requisite: NS 556.

(225 clinical hours)

5 credits

**NS 598 Independent Study in Nursing**

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: Permission of the Instructor and Dean.

(hours vary with credits)

1-6 credits

# Healthcare Systems

## Course Descriptions

### NS 530 Healthcare Ethics and Law

An inquiry into the ethical issues encountered in a variety of healthcare systems including patients' rights, informed consent, confidentiality, experimental procedure, selection of transplant recipients, dilemmas of life and death, practitioner incompetence, and allocation of healthcare resources. The role of organizational ethics committees is addressed. Coursework includes a project and presentation on a contemporary ethical issue.

(42 theory hours)

3 credits

### NS 531 Administrative & Statutory Law in Healthcare Systems

The focus of this course is the law and procedure that arises out of state and federal statutes that impact healthcare systems. Administrative hearings, disciplinary actions against licensed healthcare providers, corporate compliance, managed care, and patients' rights legislation are addressed. The Workers' Compensation system, Social Security, disability, and regulatory and compliance issues are also analyzed. Prerequisites: NS 502, NS 503, NS 505; Pre-/co-requisite: NS 530.

(42 theory hours)

3 credits

### NS 532 Civil Law and Litigation in Healthcare Systems

This course provides a comprehensive review of civil litigation and procedure. Client interview, filing complaints, responsive pleadings, discovery states of litigation, interrogatories, depositions, and methods for obtaining medical records are addressed along with stages of a jury trial and alternative dispute resolution. Substantive aspects of civil law are analyzed with emphasis on medical malpractice, breach of contract, and personal injury. Case examples and closed claim files are used to illustrate standards of care, to evaluate and develop liability and damages issues, and to evaluate experts. Claim management, including case investigation, obtaining medical records, evaluating injuries, forms of evidence, and settlement negotiations are also studied. Prerequisites: NS 502, NS 503, NS 505; Pre-/co-requisite: NS 530.

(42 theory hours)

3 credits

### NS 533 Criminal Aspects of Healthcare Law

This course focuses on the application of criminal law and procedures in healthcare systems. Students explore forensic principles to the investigation and treatment of trauma, investigation of death, and investigation of criminal activity. Criminal law and procedure are reviewed. Collection and evaluation of forensic evidence in cases of domestic violence, sexual assault, child abuse, elder abuse, and death are discussed. Rights of patients, healthcare workers, and healthcare organizations as victims and perpetrators are analyzed. Prerequisites: NS 502, NS 503, NS 505; Pre-/co-requisite: NS 530.

(42 theory hours)

3 credits

### NS 534 Risk Management and Performance Improvement

Students explore theories of risk management, risk identification, and prevention in a variety of healthcare systems including managed care organizations, hospital systems, office practices, urgent care centers, and behavioral health systems. Performance improvement processes including program design, monitoring performance through data collection, analyzing current performance, and maintaining improvement are studied. Requirements of accrediting agencies are reviewed along with principles of practitioner credentialing, incident reporting, and documentation. Includes work on a risk management or performance improvement project. Prerequisite: NS 532; Pre-/co-requisite: NS 531.

(42 theory hours)

3 credits

### NS 535 Practicum in Healthcare Systems I

Practicum experiences provide students with the opportunity to apply healthcare law or management principles in a variety of settings. Practicum conferences provide opportunities to share experiences encountered in the work setting as they relate to the role of the MSN providing administrative services in healthcare systems. The practicum experience is designed to help students experience the practical application of classroom instruction in a variety of settings including acute care, home care, long-term care, occupational health, managed care organizations, health information systems organizations, health alliances, healthcare consulting groups, and political or legislative environments. Increasing independence and accountability in practice is expected and facilitated through peer group discussion, faculty-preceptor collaboration, and faculty, preceptor and self-evaluations. The student and his/her faculty supervisor will develop specific practicum objectives in advance of each experience. Prerequisite: NS 532.

(135 clinical hours)

3 credits

### NS 536 Managed Care & Case Management

In this course, students explore the theoretical, contextual and practical elements of managed care and case management across the continuum of care. Benefits management, cost containment, outcomes, and patient, provider, and payer satisfaction will be evaluated. Current issues are addressed including case management in the context of healthcare system reform, the rapidly growing elderly patient population, and catastrophic injury survivors. Prerequisites: NS 502, NS 503, NS 505, AC 400, IS 401, MG 400; Pre-/co-requisite: NS 530.

(42 theory hours)

3 credits

### NS 537 Practicum in Healthcare Systems II

This practicum experience expands students' opportunities to apply healthcare law or management principles in a variety of settings. Practicum conferences provide opportunities to share experiences encountered in the work setting as they relate to the role of the MSN providing administrative services in healthcare systems. The practicum experience is designed to help students experience the practical application of classroom instruction in a variety of settings, including acute care, home care, long-term care, occupational health, managed care organizations, law firms, insurance companies, health alliances, healthcare consulting groups, and political or legislative environments. Increasing independence and accountability in practice is expected and facilitated through peer group discussion, faculty-preceptor collaboration, and faculty, preceptor and self-evaluations. The student and her/his faculty supervisor will develop specific practicum objectives in advance of each experience. Prerequisite: NS 535; Pre-/co-requisites: NS 533, NS 534.

(135 clinical hours)

3 credits



**AC 400 Financial Accounting**

An examination of basic concepts and tools of analysis necessary for the collection, recording, quantification, and reporting of financial events, as well as an examination of the ways by which financial data are used for planning and control decisions.

(42 theory hours)

3 credits

**IS 401 Information Communication and Technology Management**

An examination of techniques for determining the information needs of a manager and for developing the systems using the appropriate technology whereby that information is available to the manager at the time required, in a format desired, and at a cost that is reasonable.

(42 theory hours)

3 credits

**MG 400 Organizational Behavior**

An examination of micro-level organizational behavior theories as applied to organizational settings. Topics such as motivation, leadership, job design, interpersonal relations, group dynamics, communication processes, organizational politics, career development, and strategies for change at the individual and group levels are covered. An experiential format is utilized to provide students with a simulated practical understanding of these processes in their respective organizations.

(42 theory hours)

3 credits

**MG 503 Human Resource Management**

This course conceptualizes "human resource strategies" in the broadest sense. As a required component in the MBA curriculum for all students, the central goal of this course is to assist students from all fields to become better managers of people – better bosses, better leaders, better motivators, and more effective employer agents. Toward these ends, the course familiarizes students with the basics and best practices in several functional areas of employee management (i.e., staffing, performance evaluation, training and development, compensation, work design, and labor relations), their nexus to organizational performance, and their interconnections. Moreover, on the micro level, it encourages students to develop and refine strategies that will strengthen their personal model of employee management.

(42 theory hours)

3 credits

**MG 504 Leadership**

Are great leaders born or made? This course explores the art and science of leadership and interpersonal influence. Theories of leadership, empowerment, and delegation are reviewed to determine what makes an effective leader. Students participate in a variety of experiential exercises and participate in a team building "Leadership Challenge" experience. Prerequisites: MG 400, MG 503.

(42 theory hours)

3 credits

**MK 401 Marketing Management**

An examination of analytical and managerial techniques as applied to the marketing function. Emphasis is on the development of a conceptual framework necessary to plan, organize, direct, and control the product, promotion, distribution, and pricing strategies of the firm. Consideration is also given to the way marketing relates to other units within the firm.

(42 theory hours)

3 credits

# Graduate Entry into Nursing Practice Program Course Descriptions

**NS 110 Introduction to Professional Nursing**

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of critical thinking/judgment as an approach to the planning and delivery of nursing care to individuals, families, groups, and communities is introduced. Discussion of nursing's history and accomplishments serve as the cornerstone for the advancement of professional behaviors including scholarship, communication, collaboration, personal responsibility/accountability, integration of research and practice, and peer and self-evaluation. 3 credits

**NS 112 Health Care Delivery Systems**

The health care delivery system in the United States is explored through issues related to conceptual, historical, economic, political, and technological developments. Emphasis is given to ethical and legal aspects of our current system that remain unresolved, such as access to care, type of services to provide, and roles within the system. Consumer use of traditional, alternative, and experimental therapies are discussed. This course is designed to give an interdisciplinary perspective to students interested in health care from any field of study. The course includes a required 5 hours of service learning volunteer involvement in a health-related organization. 3 credits

**NS 270 Health Assessment**

This course introduces the student to the knowledge and skills of health assessment of clients throughout the life span, with consideration of cultural and ethnic variations. Critical thinking and communication are essential components of health assessment. Lecture, discussion, demonstration, supervised and individual practice, and opportunities to develop self-evaluation skills through analysis of video recordings of performance are used to help students develop skills in interviewing, taking a health history, and completing a physical examination. Students organize and prioritize data using Functional Health Patterns, and record assessment data on designated forms.

In addition, this course provides a separate one-credit laboratory module designed to complement the Physical Assessment skills. Students will use the SON Learning Resource Center to develop skills pertaining to infection control, body mechanics and client hygiene. Prerequisites: BI 107, Chemistry, NS 273; Co-requisites: BI 108, BI 151.

4 credits (2 theory, 2 labs)

**NS 301 Patterns of Wellness**

This course explores factors that influence the degree of health and wellness experienced by individuals across the life span. Epidemiology provides a framework for the assessment of risk and the management of common health problems. Students have opportunities to promote wellness through clinical experiences with healthy children and adults. How people make health related decisions, what risks threaten their health, and what reasons they give for adopting particular lifestyles are examined. Spirituality and culture are addressed as well with particular attention devoted to assessment techniques and intervention strategies. Students learn both traditional and (alternative) complementary therapeutic techniques to enhance health. Prerequisites: NS 270, NS 271, NS 273, PY 163; Co-requisite: NS 281. *4 credits (3 theory, 1 clinical)*

**NS 303 Basic Concepts of Pathophysiology & Pharmacology**

This course is a study of physiological life processes of persons. Normal physiology with a focus on deviations from normal are discussed with a particular emphasis on exemplar cases. The stress response is examined as well as the interaction of stress on inflammatory, healing, immune, and regulatory functioning. Pharmacological and nutritional kinetics and dynamics are discussed as therapeutic strategies for treating alterations in normal life processes. Prerequisites: BI 107, BI 108, BI 151, Chemistry. *3 credits*

**NS 305 Mental Health Nursing**

The focus of this course is nursing care of clients from diverse backgrounds with mental illness. Holistic care is provided through various psychotherapeutic approaches using the nursing process. Emphasis is on critical decision making with clinical practica providing the student with the opportunity to develop therapeutic communication skills and therapeutic use of self. Cultural, ethical, and legal issues that have the potential to impact the care clients and their families receive are also addressed. Prerequisites: PY 163, NS 270, NS 273. *4 credits (3 theory, 1 clinical)*

**NS 307 Therapeutic Nursing Interventions**

This course focuses on the provision of safe and effective care related to the basic needs of clients of all ages using common nursing technical skills with consideration of cultural and ethnic variations. Psychomotor skills are introduced that address various nursing interventions which help the client to maintain physical well being. Such interventions include: wound care; administration of oral, parenteral, and intravenous medications; glucose monitoring; and measures to assist with urinary and bowel elimination, as well as nasogastric and respiratory care. The School of Nursing Learning Resource Center provides opportunities to use critical thinking in skill practice, interactive learning, supervised return demonstration, and hypothetical clinical situations. Prerequisite: NS 270; Co-requisite: NS 275. *3 credits (1 theory, 2 lab)*

**NS 312 Patterns of Illness I**

This course introduces the student to illnesses that are most frequently occurring in the U.S. adult population. Included in the discussion of these illnesses are components of the nursing process: assessment, diagnoses, interventions and expected outcomes. Specific therapeutic interventions, both independent and collaborative are discussed, including indications for their use and evaluation of their effectiveness. Use of case examples is a frequent teaching strategy. Competence in the performance of selected skills are also achieved during this course. Included in the course is clinical practicum with an acutely ill adult population. Prerequisites: BI 107, BI 108, BI 151, Chemistry, NS 270, NS 275, NS 277, NS 279, NS 281. Co-requisite: NS 278. *5 credits (3 theory, 2 clinical)*

**NS 314 Nursing of Women and the Childbearing Family**

This course is designed to provide students with the opportunity to master the knowledge and skills necessary to assist the family to cope with changes in their reproductive needs, reproductive health issues, and gynecological challenges. Reproductive needs include the childbearing cycle: pregnancy, childbirth, postpartum, care of the healthy newborn and prenatal, intrapartal, and post-partal complications. Reproductive health issues covered in this class include: infertility, family planning, menarche, and menopause. Gynecological challenges on which we focus are breast and reproductive tract surgery. Ethical and legal aspects of reproductive issues are integrated throughout the course. Nursing theories and research findings related to reproductive health are discussed more generally regarding theory. Prerequisites: NS 276, NS 278; Co-requisite: NS 371. *4 credits (3 theory, 1 clinical)*

**NS 323 Nursing of Children and Family**

This course focuses on the nursing care of children, adolescents, and families dealing with health and developmental challenges of childhood. In addition, health promotion needs of childrearing families are explored. Clinical resources reflect the trend towards community-based care, with student experiences in community agencies (schools, rehabilitation sites, and day care settings), as well as in acute care settings. The course employs a developmental perspective through which major causes of morbidity and mortality are examined. Health problems are introduced via case studies that serve as vehicles for the integration of multicultural and multidisciplinary perspectives. Students are challenged to develop both critical and creative reasoning skills in working through the cases, and are guided in the use of developmentally and empathically appropriate communication strategies. Prerequisites: NS 270, NS 275, NS 277, NS 279, NS 281; Co-requisite: NS 276. *4 credits (2 theory, 2 clinical)*

**NS 325 Patterns of Illness II**

This course integrates knowledge learned in NS 312 Patterns of Illness I and introduces the student to other patterns of illness. Discussion involves the components of the nursing process: assessment, diagnoses, interventions, and expected outcomes of patients throughout the adult lifespan. Specific therapeutic interventions, both independent and collaborative are discussed including indications for their use and evaluation of their effectiveness. Using case studies is a frequent teaching strategy. Included in the course is clinical practicum working with high acuity patients across the adult lifespan. Prerequisites: NS 276, NS 278; Co-requisite: NS 373. *3 credits (1.9 clinical; .1 College Lab [CAPD])*

**NS 330 Community Health and the Elderly**

The focus of this course is on the provision of safe and effective care to older adults and their families living in community and group settings. Special attention is given to 1) the process of aging and health problems associated with older adults, and 2) the promotion of health and the prevention of disability in older adults. This course synthesizes learning, with specific application to various population groups of older adults. Through the use of a group community assessment project, community characteristics are identified and analyzed with respect to planning strategies for intervention and evaluation to meet the special needs of people over 65 years of age. It is expected that students will complete a detailed physical assessment and assessment of client needs as part of a series of home visits. Group discussion of case studies, plus presentations by providers of community services for the elderly, assist students in developing an appreciation for the complex care needs of this at-risk population. Prerequisites: NS 275, NS 278, NS 371, NS 373. *4 credits (2 theory, 2 clinical)*

**NS 332 Transition: Professional Nursing Practice**

This capstone course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. Students are placed in selected health care settings in which they can practice under the supervision of a staff nurse preceptor. The focus is on moving students toward autonomous professional nursing practice within their clinical setting. Functional health patterns provide the framework for giving care. Nursing theories are explored for their relevance and utility to nursing practice. Students have an opportunity to apply leadership principles in coordinating care for groups of clients. Decision-making, collaboration, autonomy, and outcome evaluation are emphasized. Weekly conferences are held to discuss professional, clinical, and health policy issues. Prerequisites: NS 371, NS 373; Co-requisite: NS 372. *3 credits (clinical)*

**NS 399 Nursing Independent Study**

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Prerequisite: Permission of the Instructor and Dean. *1 to 6 credits*





# School of Nursing Administration

**Dean:** Jeanne M. Novotny

**Assistant Dean:** Theresa Tavella Quell

**Director, Learning Resource Center:**  
Diana R. Mager

## Faculty

**Suzanne H. Campbell**

*Assistant Professor of Nursing*  
B.S., M.S., University of Connecticut  
Ph.D., University of Rhode Island

**Joan D. Fleitas**

*Associate Professor of Nursing*  
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M.S.N., Emory University  
Ed.D., Teachers College, Columbia University

**Philip A. Greiner**

*Associate Professor of Nursing*  
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B.S.N., M.S.N., DNSc, University of  
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M.S., University of Massachusetts  
Ph.D., University of Connecticut

**Jean W. Lange**

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M.N., University of California, Los Angeles  
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M.A., Fairfield University  
M.Ed., Ed.D., Teachers College,  
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Ed.D., Teachers College, Columbia University

**Anne P. Manton**

*Associate Professor of Nursing*  
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M.S.N., Boston College  
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**Jeanne M. Novotny**

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**Meredith Wallace**

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B.S.N., Boston University  
M.S.N., Yale University  
Ph.D., New York University

**Kathleen Wheeler**

*Professor of Nursing*  
B.S., Cornell University  
M.A., Ph.D., New York University





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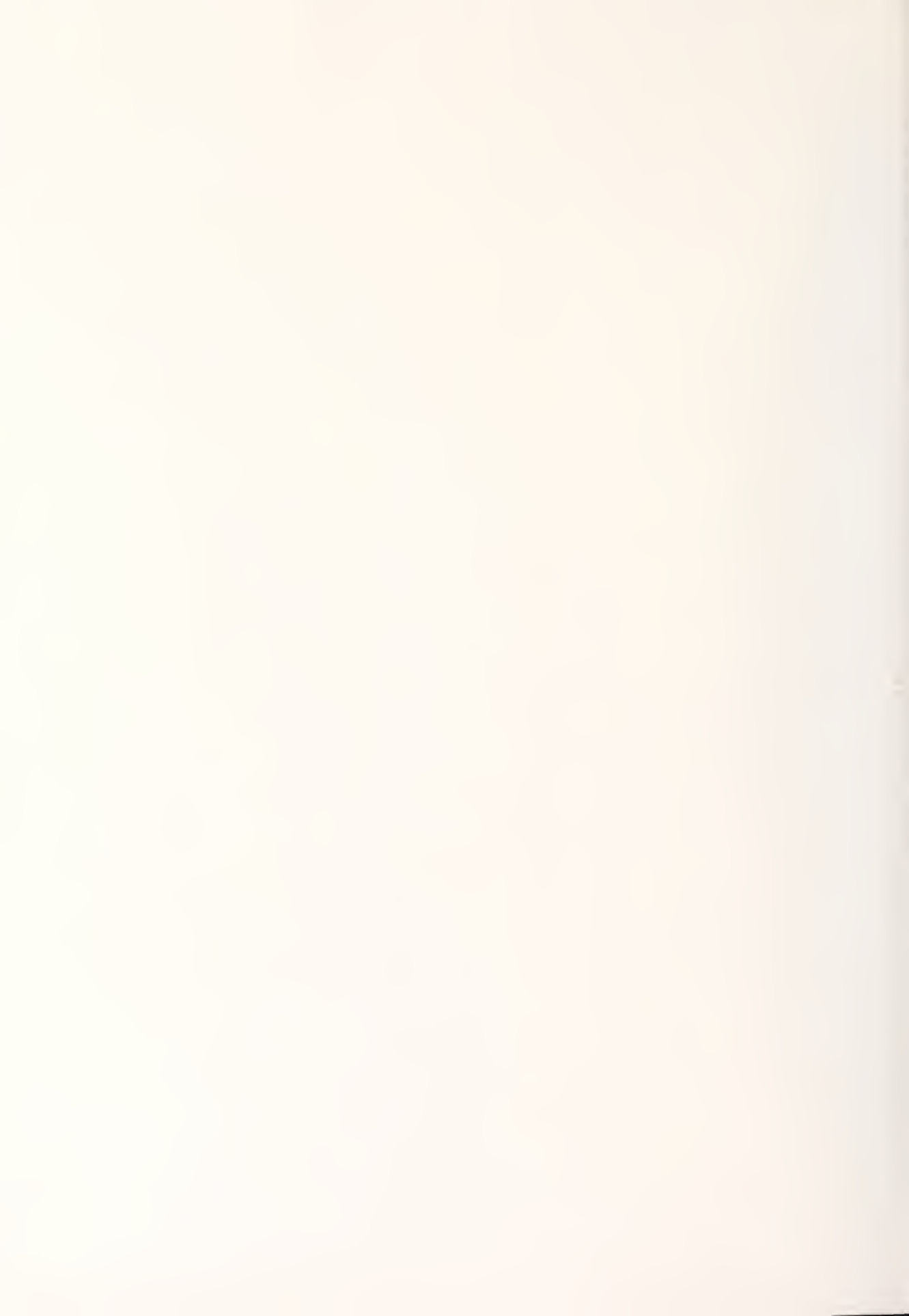


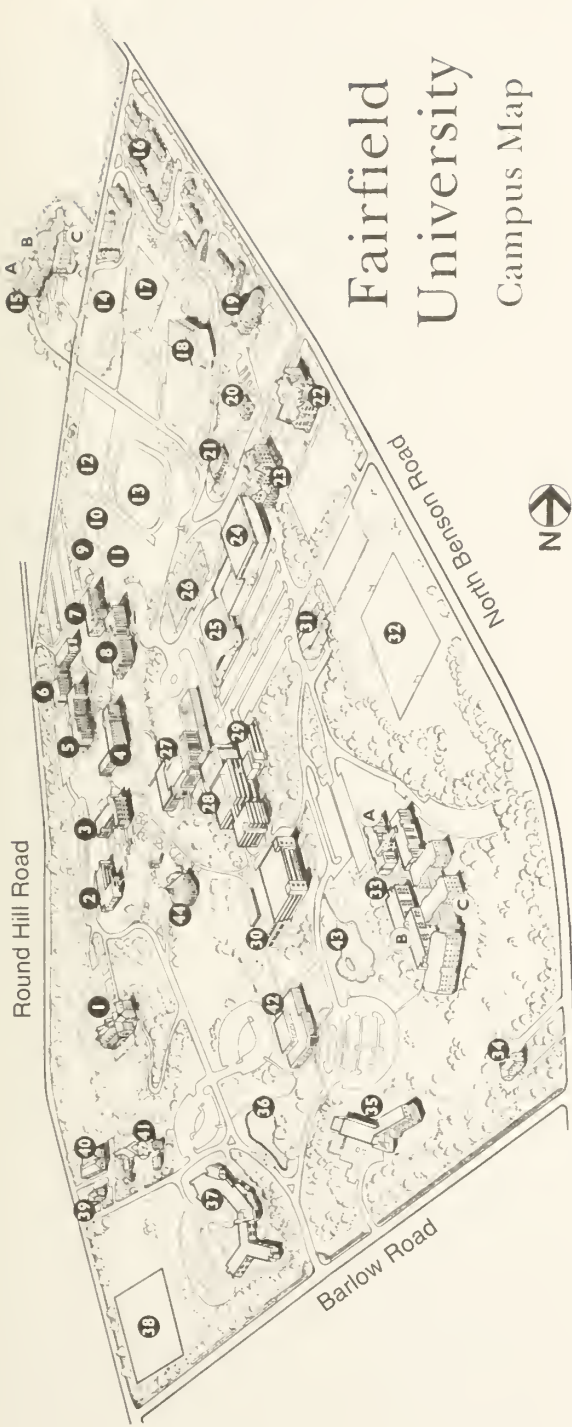












# Fairfield University

## Campus Map

- |  |   |   |
|--|---|---|
| 1. Bellarmine Hall                       | 24. Leslie C. Quick, Jr. Recreation Complex | 34. Jesuit Residence - St. Robert       |
| 2. Donnarumma Hall                       | 25. Alumni Hall - Sports Arena              | 35. Jesuit Residence - St. Ignatius     |
| 3. Canisius Hall                         | 26. Tennis Courts                           | 36. Bellarmine Pond                     |
| 4. Gonzaga Hall                          | 27. John A. Barone Campus Center            | 37. Charles F. Dolan School of Business |
| 5. Regis Hall                            | 28. Rudolph F. Bannow Science Center        | 38. Barlow Field                        |
| 6. Jogues Hall                           | 29. School of Nursing                       | 39. Southwell Hall                      |
| 7. Campion Hall                          | 30. DiMenna-Nyselius Library                | 40. PepsiCo Theatre                     |
| 8. Loyola Hall                           | 31. Central Utility Facility                | 41. Maintenance Complex                 |
| 9. Alumni Softball Field                 | 32. Grauert Field                           | 42. Regina A. Quick Center for the Arts |
| 10. Basketball Courts                    | 33. The Village                             | 43. Hopkins Pond                        |
| 11. Campion Field                        | A. Kostka Hall                              | 44. Egan Chapel of St. Ignatius         |
| 12. University Field                     | B. Claver Hall                              | Loyola and Pedro Arrupe, S.J.           |
| 13. Varsity Field                        | C. New Apartments                           | Campus Ministry Center                  |
| 14. Alumni Diamond                       |   |   |
| 15. Dolan Campus                         |   |   |
| A. John C. Dolan Hall                    |   |   |
| B. David J. Dolan House                  |   |   |
| C. Thomas F. Dolan Commons               |   |   |
| 16. Student Town House Complex           |   |   |
| 17. Alumni Field                         |   |   |
| 18. Thomas J. Walsh, Jr. Athletic Center |   |   |
| 19. McAuliffe Hall                       |   |   |
| 20. Alumni House                         |   |   |
| 21. The Levee                            |   |   |
| 22. Xavier Hall                          |   |   |
| 23. Berchmans Hall                       |   |   |

### DIRECTIONS - TO REACH FAIRFIELD UNIVERSITY:

- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, at bottom of ramp turn left; at light turn south onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.



# Fairfield

## UNIVERSITY

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